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ABSTRACT

Descriptions of elementary and junior high school foreign language courses offered in Montgomery County, Maryland, are presented. Minimum attainments expected of students at the end of each course are set forth. The descriptions are level- rather than language-specific, and apply to all of the languages offered. The course listing is preceded by an overall rationale for curriculum design in Montgomery County, by a statement of general goals of education, and by a statement of purpose for foreign language education. (JB)

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ED195158

PROGRAM OF STUDIES

FOREIGN LANGUAGES, MODERN AND CLASSICAL, K-8

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Department of Instructional Planning and Development
Montgomery County Public Schools
Rockville, Maryland

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The Goals of Education

Adopted by the Board of Education — February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his [/her] values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his [/her] lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his [/her] actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

ACADEMIC SKILLS

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student, according to his [/her] own abilities, attain the following basic skills:

- **Reading:** The ability to read and comprehend written material and relate it to other knowledge
- **Composition:** The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade
- **Listening and Speaking:** The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously
- **Mathematics:** The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living
- **Study:** The development of basic study skills so that he [/she] may acquire knowledge efficiently
- **The Arts:** The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment
- **Observation:** The ability to identify and differentiate elements of the world around him [/her] as they are useful in personal, academic, and artistic pursuits

PHYSICAL DEVELOPMENT

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his [/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/her] lifetime

INTELLECTUAL DEVELOPMENT

In addition to acquiring academic skills, each individual should develop his [/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

THE INDIVIDUAL AND SOCIETY

Every person must learn to live in a society. The school must help each student develop an understanding of [people] and of how the individual depends upon others and they on him [/her]. This requires that each student gain:

- knowledge of himself [/herself] and the characteristics, needs, and desires he [/she] shares with others
- sensitivity to others and their ideas, and the ability to act responsibly in various situations
- the ability to function productively as a member of a group
- familiarity with the legal, moral, ethical, and cultural heritages of his [/her] and other societies
- knowledge of the various political systems and philosophies of the world

SCIENTIFIC UNDERSTANDING

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain:

- knowledge of natural phenomena and their effect on [people]
- understanding of scientific advances and their part in modern technology
- understanding of the scientific method
- appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

AESTHETIC EXPRESSION

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:

- knowledge of the nature of the creative performing arts
- experience with a wide variety of art forms
- a perspective for developing his [/her] own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

CAREER DEVELOPMENT

Productive and satisfying work enriches [our lives]; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

COMMITMENTS

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

- *To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing in-service training and staff development opportunities*
- *To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program*
- *To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community*
- *To adopt new and different approaches when it is determined that they will contribute more effectively to the fulfillment of the goals*
- *To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community*
- *To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens*
- *To provide an accountability procedure for informing county citizens of the objectives and costs of their school system and of reporting periodically on the educational investments made with their tax dollars*

FOREIGN LANGUAGES, MODERN AND CLASSICAL, GRADES K-8

POINT OF VIEW

Modern society is becoming increasingly interdependent as improved forms of communication and transportation bring people closer together. Consequently, there is a growing national need for effective communication with other peoples. Modern foreign language instruction, therefore, emphasizes from the beginning the development of the language skills: listening, speaking, reading, and writing. Concurrent with the acquisition of these language skills, the student, through the experience of a new medium of communication, acquires knowledge and understanding of another culture.

The goals of modern foreign language study are to help students to:

Understand and speak the language in daily living situations

Write acceptably those things which have been first mastered orally

Read without conscious translation

Increase knowledge and understanding of other peoples and cultures

The goals of classical language (Latin) study are to help students to:

Understand those elements in English which have been affected by Latin

Increase appreciation of the origins of Western culture by focusing attention on its foundations in Roman civilization

Read and understand Latin of moderate difficulty

Learn the techniques and art of translation

GENERAL INFORMATION

Instruction in modern foreign languages stresses from the beginning the development of the listening and speaking skills. With training of the ear as the first step, grammar is taught through the mastery of speech patterns which are analyzed and drilled. Thus the overall objectives in modern foreign language instruction are (1) to establish in the minds of each student a system of related patterns — both sounded and graphically represented — which make up a system of language habits peculiar to the new language; and (2) to enable students to use and understand the language without constant reference to English.

Once a modern foreign language has been elected, it should be pursued without interruption and in a sufficiently long sequence to motivate students to continue working toward mastery. As skill in communicating improves, the students are able to increase their insights into the culture and thoughts of other peoples.

As is the case for modern foreign languages, the study of Latin begins with pronunciation practice and aural-oral exercises through reading aloud selections from pertinent literature. This listening-speaking experience also serves for the observation and discussion of the grammatical aspect of the language, which is reinforced through writing exercises. The ultimate goals of Latin study are the capacity to read in the original, with understanding and appreciation, the literature of the Roman empire and through

supplementary readings to acquire a knowledge of Rome's contributions to our modern world. To students who manifest an interest and ability in foreign languages, the study of the Latin language and culture brings deep appreciations and understandings. In the Latin class, the student learns much concerning the linguistic and cultural heritage of the western world — about the foundations of much of the English language and about the origins of many modern political, aesthetic, and intellectual attitudes.

The study of any foreign language, modern or classical, helps students to develop certain basic skills identified with communication, the individual, and society. These skills, as stated in the MCPS Goals of Education,* are: "the ability to read and comprehend written material . . ." and ". . . to write with precision [and] clarity. . . ."

Listening and speaking practice in modern language courses will help students develop "the ability to listen attentively and with understanding and to speak with confidence and effectiveness. . . ." Also, the numerous cultural aspects inherent in second language study will help each student to gain "knowledge of self and the characteristics, needs, and desires shared with others," "sensitivity to others and their ideas," and "familiarity with . . . cultural heritages of . . . other societies."

In order to provide the benefits of foreign language study for the largest number of students possible, new patterns of class organization and flexible groupings are being implemented as schedules in schools permit. Teachers of foreign languages have access to different types of equipment, especially recorders and projectors, which enhance both the teaching and learning.

Meanwhile, through the use of various supplementary materials, both print and nonprint, increased attention is given at all levels of instruction to the cultural aspects of foreign language learning, especially to the daily life of the people whose language the student is experiencing.

All courses in the foreign languages are electives. Students may initiate the study of a foreign language in the middle and junior high schools. Some language sequences continue through Grade 12. The complete sequential programs, all course titles, codes, descriptions, and objectives are stated in the section of the *Program of Studies* dealing with Foreign Languages, Modern and Classical, Grades 9-12.

A special course, Orientation to (Modern Foreign) Language and Culture, is offered in the middle, junior, and senior high schools. An Introduction to Latin is offered in Grades 7 and 8. In schools where enrollments warrant the offering of Spanish for Native Speakers of Spanish, this course is available in Grades 7 through 12. It is also open to non-native speakers of Spanish proficient in the language by reason of residence in a Spanish-speaking environment.

Generally when students begin the study of a foreign language in Grade 7 or 8, the objectives of Level I are achieved in two years, Grades 7-8 or Grades 8-9. This is followed by Level II at Grade 9 or 10. However, to accommodate ability grouping, Level I may be completed in one year, Grade 7 or 8; and Level II, in Grade 8 or 9.

In one MCPS elementary school, the curriculum is taught in French. The program label is "French Immersion." Parents of prospective pupils consult with the school administrator and teacher staff prior to enrollment, which is open to pupils in Grades 1-6.

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*Adopted by the Board of Education of Montgomery County, Maryland, on February 12, 1973

In those elementary schools in which the PTSA, with the cooperation of the Board of Education, sponsors an out-of-school foreign language program (FLES), the most commonly taught languages are French and Spanish. Pupils learn orally simple dialogues containing idiomatic expressions and vocabulary necessary for communicating in everyday situations. The materials of instruction are appropriate to the age level of the elementary school pupil. Games and songs are taught in the foreign languages in order to develop comprehension and to provide oral practice. Simple narratives are read. Structures which have been mastered orally serve for writing practice.

DESCRIPTION OF PROGRAM, K-8

List of Modern Foreign Language Courses

Orientation to Language and Culture, Grades 7-8

Chinese I
Chinese II
French I
French II
German I
German II
Hebrew I
Hebrew II
Italian I
Italian II
Japanese I
Japanese II
Russian I
Russian II
Spanish I
Spanish II
Spanish for the Native Speakers of Spanish

List of Classical Language Courses

Introduction to Latin

Latin I
Latin II

Description Of Courses, Grades 7, 8

Orientation to Language and Culture — Grades 7, 8
1901 no credit

This language-culture experience in any of the foreign languages normally offered at the junior high school level is intended for students who do not elect to enroll in Level I study of French, Spanish, or German, Grades 7 and 8. Emphasis is on the aural-oral practice of simple vocabulary and expressions in everyday social situations. Reading and writing, limited to the language patterns learned orally, reinforce the aural-oral language development. Students learn about a country and its people through a variety of audiovisual materials (films, maps, slides, radio, television, recordings) and practical experiences (visits to museums and restaurants, singing, and dancing).

Upon completion of the course, the student should be able to:

- understand vocabulary (single lexical items or expressions) in reference to greetings, weather, time, family relationships, colors, articles of clothing, food, numbers
- speak with reasonably good intonation and pronunciation the forms (vocabulary and expressions) which they understand
- demonstrate through written and oral reports and a variety of projects an understanding of the significant geographical aspects of the country and the daily life of the people as expressed in sports, recreation, clothing, eating habits, use of names and titles, manners
- recognize the distinctive features of the school system(s) of the culture — attendance requirements and habits; length of school day, week, year, vacations; subjects studied and their relative importance; types of schools (vocational, etc.); testing and grading practices; relationships of teachers to students; differences (if any) in treatment of boys and girls
- appreciate the role of religion as it affects the culture, mainly in holiday observances; e.g., Christmas, Mardi Gras
- understand the type of government under which the country operates (democracy, dictatorship)
- recognize through photographs several important landmarks of the culture's institutional life (a famous university, church, mosque, temple, palace, capitol building)
- describe the outstanding ceremonial customs of this culture — birthday observances, weddings, funerals, national civil holidays
- identify in stories, poems, legends, songs, and films the contributions of five or six famous people in the history of the arts, science, government, sports
- recognize and/or sing with a group several folk or popular songs of the culture
- identify several famous paintings and/or sculptures and understand the intent of the artist in each case

Level I Modern Foreign Languages
Grades 7, 8 — 1 or 2 years — junior high school — no credit

Title and course code alone are given for year-long courses at Level I. Descriptions and course objectives are given for the separate semesters which make up each year of work.

1921	Chinese I
1601	French I
1911	German I
1931	Hebrew I
1906	Italian I
1941	Japanese I
1951	Russian I
1701	Spanish I

Level I A Modern Foreign Languages
Grades 7, 8 — 1 semester or 1 year — junior high school — no credit

1871	Chinese I A
1611	French I A
1961	German I A
1891	Hebrew I A
1981	Italian I A
1831	Japanese I A
1851	Russian I A
1711	Spanish I A

Students learn orally and in written form those expressions and structures necessary for communicating in simple everyday social situations. They experience these structures in the context of a dialogue, conversation, or short paragraph. Through questions and answers, they learn to understand and apply these expressions, with some variations, to practical situations. Grammatical patterns are mastered as a means to understanding and producing meaningful and correct utterances in both oral and written form.

Students are introduced to the culture of the people whose language they are studying, through special units or projects featuring aspects of the culture which hold particular appeal and meaning for them; through occasional field trips and use of media (films, filmstrips, radio, television); and by inviting representatives of the culture under study to talk with students.

Upon completion of Level I A, the student should be able to:

- understand, when spoken in standard careful speech at normal speed,
  - certain expressions used frequently in simple social interchange such as greetings, weather, time, family relationships, days, months, seasons, and colors
  - routine classroom directions
  - recombinations of familiar materials, after several hearings
- speak correctly and with good rhythm, intonation, and pronunciation,
  - some phonemes native to the language under study
  - all structures and dialogue sentences studied for mastery at Level I A
  - the alphabet
  - numbers 1 through 1,000
  - correct answers in the affirmative to simple questions used frequently in simple social interchange
  - brief oral summaries of material read
- read aloud, with correct sound-letter correspondence and proper intonation,
  - basic dialogues, conversation, and simple paragraphs presented in the Level I A text
  - questions and answers based on dialogues, conversations, and simple paragraphs
- read silently with understanding
  - basic dialogues, conversation, and simple paragraphs presented in the Level I A text
  - questions and answers based on dialogues, conversations, and simple paragraphs
- demonstrate writing ability by
  - correctly copying selected material learned orally
  - correctly spelling common words and simple expressions when dictated from basic text
  - writing answers to selected questions based on dialogues, conversations, and paragraphs read
  - writing simple reports of four or five sentences, based on material previously read
- demonstrate awareness of highlights and significant aspects of the culture being studied, as found in the customs, geography, art, and music of that culture

Level I B Modern Foreign Languages

Prerequisite: Attainment of objectives of Level I A

Grades 7, 8 — 1 semester or 1 year — junior high school — no credit

1872	Chinese I B
1621	French I B
1971	German I B
1892	Hebrew I B
1982	Italian I B
1832	Japanese I B
1852	Russian I B
1721	Spanish I B

There is continued development of all four language skills — aural comprehension, speaking, reading, and writing. New grammatical and lexical items are taught. Cultural units in the basic texts are integrated with language study and practice.

Upon completion of Level I B, the student should be able to:

- understand, when spoken in standard careful speech at normal speed,
  - certain expressions used frequently in simple social interchange, such as clothing, sports, parts of body, foods, careers, entertainment
  - recombinations of familiar materials, after several hearings
  - a limited number of common language structures including negative and interrogative words; prepositions; selected verbs when used in the present tense, including the imperative; possessive adjectives; masculine, feminine, and neuter forms
- speak correctly, and with good rhythm, intonation, and pronunciation,
  - most phonemes native to the language under study
  - all structures and dialogue sentences studied for mastery at Levels A and B
  - complex numbers found in addresses and dates
  - correct answers in the negative to simple questions used frequently in simple social interchange
  - brief oral summaries of material read
- read aloud, with correct sound-letter correspondence and proper intonation,
  - all vocabulary and language structures which have previously been mastered orally
  - basic dialogues, conversations, and simple paragraphs presented in the Level I text
  - questions and answers based on dialogues, conversations, and simple paragraphs
- read silently with understanding
  - all vocabulary and language structures which have previously been mastered orally
  - basic dialogues, conversations, and simple paragraphs presented in the Level I text
  - questions and answers based on dialogues, conversations, and simple paragraphs
- demonstrate writing ability by
  - correctly copying selected material learned orally
  - correctly spelling common words and simple expressions when dictated from the basic text
  - writing answers to selected questions based on dialogues, conversations, and paragraphs read
  - writing simple reports using vocabulary and language structures previously studied
- demonstrate knowledge of highlights and aspects of the culture being studied as found in the customs, geography, art, and music of that culture

Level II Modern Foreign Languages
Prerequisite: Attainment of the objectives of Level I or Level I B

Grades 7, 8 — 2 years — junior high school — no credit

Title and course code alone are given for year-long courses at Level II. Descriptions and course objectives are given for the separate semesters which make up each year of work.

1922	Chinese II
1602	French II
1912	German II
1932	Hebrew II
1907	Italian II
1942	Japanese II
1952	Russian II
1702	Spanish II

Level II A Modern Foreign Languages
Prerequisite: Attainment of the objectives of Level I or Level I B
Grades 7, 8 — 1 semester or 1 year — junior high school — no credit

1873 Chinese II A
1612 French II A
1962 German II A
1893 Hebrew II A
1983 Italian II A
1833 Japanese II A
1853 Russian II A
1712 Spanish II A

Students learn increasingly complex expressions and language structures set in the context of dialogues, conversations, and short reading selections dealing with everyday social situations expanded beyond those learned at Level I A and I B. Additional emphasis is placed on the correct formulation of questions. More grammatical forms are introduced, including additional verb tenses. Students learn to write all language structures mastered orally and gain skill in phrasing questions correctly. They continue to produce brief written summaries based on material read.

Students continue to increase their knowledge of the culture being studied through special projects, field trips, use of media, and contacts with representatives of the culture.

Upon completion of Level II A, the student should be able to:

. understand, when spoken in standard careful speech at normal speed,
  - all expressions learned at Level I but in increasingly complex situations
  - most of the details of dialogues, conversations, and paragraphs in the basic text
  - direct objects of verbs
  - commonly used regular and irregular verbs in one past tense
. speak correctly and with good rhythm, intonation, and pronunciation,
  - all items learned at Levels I and II A
  - all reading material (with text open) which has been studied in written form, after several hearings
  - complete sentence answers to questions based on reading material presented at this level
  - questions, formulated by the student, based on materials read
  - summaries of five or six sentences based on material read
  - all grammatical structures formally studied at Level I and II A
. read aloud, with correct sound-letter correspondence and proper intonation,
  - all material which is a recombination of already known lexical and structural items
  - all materials in basic text, and questions and answers based on text material read
. read silently with understanding
  - all material which is a recombination of already known lexical and structural items
  - all materials in basic text, and questions and answers based on text material read
. use correct spelling, usage, idioms, and structure, in
  - writing from dictation simple paragraphs based on previously studied material or related new material
  - using correctly, in written form, all grammatical structures formally studied at Levels I and II A
  - using vocabulary and structures previously studied, in writing original sentences

demonstrate, through projects, reports, and other activities, a knowledge of the people native to the culture(s) being studied

Level II B Modern Foreign Languages
Prerequisite: Attainment of the objectives of Level II A
Grades 7, 8 — 1 year — junior high school — no credit

1874	Chinese II B
1622	French II B
1972	German II B
1894	Hebrew II B
1984	Italian II B
1823	Japanese II B
1854	Russian II B
1722	Spanish II B

Daily living situations serve to continue the application of previously learned language structures and further vocabulary development. More complex structures are also presented. Through varied classroom activities, students have the opportunity to practice all four language skills. Cultural aspects of the language being studied are integrated into the students' language experiences through oral and written presentations.

Upon completion of Level II B, the student should be able to:

. understand, when spoken in standard careful speech at normal speed,
  - all expressions learned at Level I and II A but in increasingly complex situations
  - most of the details of dialogues, conversations, and paragraphs in the basic text
  - indirect objects of verbs
  - commonly used regular and irregular verbs in imperfect and future tenses
. speak correctly and with good rhythm, intonation, and pronunciation,
  - all items learned at Levels I and II
  - all reading material (with text open) which has been studied in written form, after several hearings
  - complete sentence answers to questions based on reading material presented at this level
  - questions, formulated by the student, based on material read
  - summaries of five or six sentences based on material read
  - all grammatical structures formally studied at Levels I and II
. read aloud, with correct sound-letter correspondence and proper intonation,
  - recombinations of already familiar material
  - all materials in basic text, narratives and letters of moderate difficulty, and questions and answers based on text material read
. read silently with understanding
  - recombinations of already familiar material
  - all materials in basic text, narratives and letters of moderate difficulty, and questions and answers based on text material read
. use correct spelling, usage, idioms, and structure, in
  - writing from dictation simple paragraphs based on previously studied material or related new material
  - using correctly, in written form, all grammatical structures formally studied at Levels I and II
  - using vocabulary and structures previously studied
  - writing original sentences
  - rewriting paragraphs in a different person or tense
  - summarizing paragraphs in one's own words

demonstrate, through projects, reports, and other activities, a knowledge of the distinctive characteristics of the social organization of the culture(s) being studied

Spanish for Native Speakers of Spanish
1710
Grades 7, 8 no credit

This course is designed for native speakers of Spanish who wish to upgrade their Spanish skills, particularly in reading and writing. Each student's program will be determined on the basis of his/her background and ability in Spanish. Appropriate instructional objectives will be selected for each student from any of those required for Spanish II, III, IV, V, and VI courses for non-native speakers. A student may continue in this course for as many years as desired, provided the instructor and foreign language resource teacher verify that the program is meeting the student's needs.

Non-native speakers of Spanish who are proficient in Spanish by reason of residence in a Spanish-speaking environment may also be admitted to this course.

Description of Courses: Classical Language (Latin)

Introduction to Latin — Grades 7, 8 no credit
1807

This course is intended for 7th or 8th grade students interested in an introduction to the Latin language and to Roman history and culture.

The purposes of the course are to:
- expand the student's verbal functioning in the English language
- extend the student's cultural horizons
- improve the student's self-concept by offering an opportunity to study a subject with which he/she might not otherwise identify
- develop an appreciation of the relationship between Latin and other foreign languages, especially the Romance languages
- enable students to understand and speak simple Latin, and later to read and write it

Upon completion of the course, the student should be able to:

- identify common Latin roots and affixes used in English
- read and understand familiar Latin quotations and mottoes
- read and understand selected simple Latin stories and speeches
- sing selected Latin songs
- know selected classical Roman myths and mythological characters
- identify certain specific classical influences in post-Renaissance art, architecture, and literature, and in modern government, law, science, and medicine
- identify certain outstanding differences between a classical and a modern civilization
- understand and recite orally some simple dialogues in Latin dealing with Roman and American life and customs

Latin I
1801
Grade 8 no credit

Latin I A
1811
Grade 8 no credit

Brief and simple narratives on Roman history and mythology serve for reading, analysis, and study of language structures and for the development of correct Latin pronunciation. A variety of exercises provides for additional oral and written practice. Student readings in English and class discussions focus on varied aspects of the culture in the classical period (400 B.C.-100 A.D.).

Upon completion of Latin I A, the student should be able to:

- understand familiar simple Latin when spoken or read by a competent speaker
- distinguish by ear the various consonant, vowel, and diphthong sounds used in Latin
- distinguish by ear between single and double consonants and between long and short vowels
- read aloud the Latin appropriate to the student's level of study, pronouncing properly, accenting correctly, and grouping words intelligently
- distinguish orally between long and short vowels
- accent properly any Latin word, given the long vowels in the penult
- read with comprehension and appreciation the narratives and exercises in Latin presented in the textbook or supplementary materials used by the teacher
- recognize, identify, and interpret
  - adjectives of the I, II, and III declensions
  - regular verbs of the first and second conjugations in the indicative mood, both active and passive voice; and in the imperative
- manipulate the following syntactical forms and grammatical concepts
  - types of sentences, nouns in all cases, agreement of adjectives
- correctly spell Latin words and phrases specifically studied for active use at this level
- write from dictation simple sentences, phrases, or words based on pertinent material
- manipulate in written form structures pertinent to the student's level of study
- demonstrate awareness of some aspects of the culture of the classical period (400 B.C.-100 A.D.) in Greek and Latin history; e.g., daily life, military organization, art and architecture

Latin I B
Prerequisite: Attainment of the objectives of Latin I A
1821
Grade 8 1 credit

Students continue with the same type of material as in the first semester of Latin. Additional structures of Latin are observed in context, analyzed, and practiced through a variety of written exercises. Some collateral reading in English focuses on Roman civilization.

Upon completion of Latin I B, the student should be able to:

- understand familiar simple Latin when spoken or read by a competent speaker
- read aloud the Latin appropriate to the student's level of study, pronouncing properly, accenting correctly, and grouping words intelligently
- read with comprehension and appreciation the narratives and exercises in Latin presented in the textbook or supplementary materials used by the teacher

. recognize, identify, and interpret
  - all cases of the five regular declensions of nouns; specified irregular nouns; proper names; and other specified nouns
  - all cases of specified personal, reflexive, demonstrative, intensive, identifying, relative, interrogative, and indefinite pronouns
  - specified irregular, interrogative, and indefinite adjectives; comparison of adjectives
  - cardinal numbers from 1 through 20, 100, and 1000; ordinal numbers from 1st through 20th, 100th, 1000th
  - formation of adverbs from adjectives; comparison of regular and irregular adverbs
  - regular verbs of the third and fourth conjugations in the indicative mood; both active and passive voice; the imperative, infinitive, and participle forms; specified irregular, defective, and deponent verbs
. manipulate use of pronouns and verbs
. correctly spell Latin words and phrases specifically studied for active use at this level
. write from dictation simple sentences, phrases, or words based on pertinent material
. write, in Latin, questions (based on material read) which point up structural analysis
. write, in Latin, answers to questions based on the material read
. manipulate, in written form, structures pertinent to the student's level of study
. demonstrate knowledge of some aspects of the culture of the classical period (400 B.C.-100 A.D.) in Greek and Latin history; e.g., daily life, military organization, and art and architecture through projects, reports, and other activities